

**IMPROVING STUDENTS' WRITING ABILITY THROUGH DIARY
WRITING AT THE EIGHT GRADE OF MTS ISTIQLAL
KUBUHITU LAMPUNG AT THE SECOND
SEMESTER IN THE ACADEMIC
YEAR OF 2019/2020**

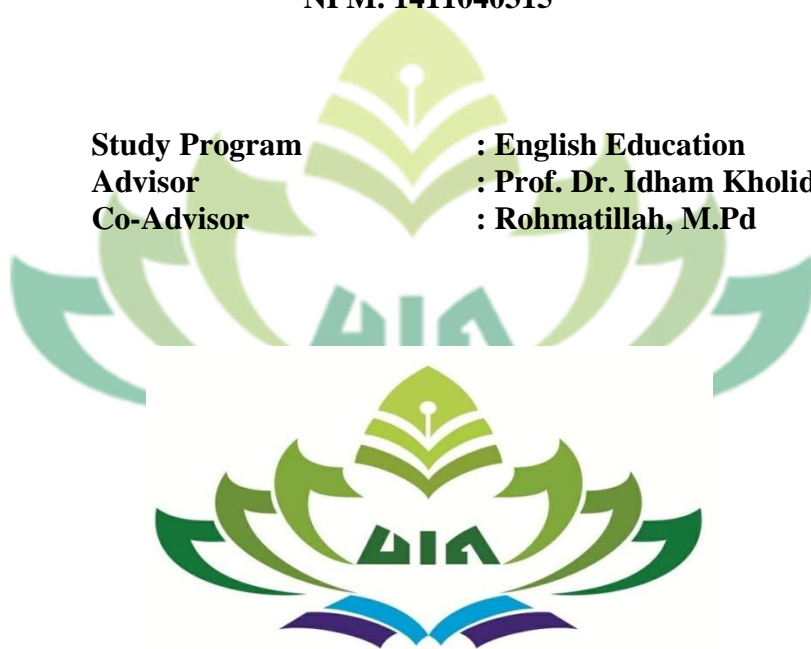
A Thesis

Submitted as Partical Fulfillment of the Requiment for S1- Degree

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ABSTRACT

Writing is one of the four language skills that plays a very important role in language learning. Writing is important because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. This research was aimed to find out the improving of diary writing technique in students' writing ability in recount text. The background of the study in this research was based on the students' difficulties in comprehending writing recount text. In order to solve this problem the teacher should have creative activity, and diary writing technique can be an alternative way as a learning media that will make students enjoy and easy to write.

In this research, the researcher conducted a classroom action research as the methodology of this research in the Eighth grade of MTS Istiqlal Kubuhitu Lampung in academic year of 2019/2020. The subject of this research was B class which consist of 35 students. The researcher conducted two cycles of action and involved four steps namely planning, action, observation, and reflection. The researcher used written observation, interview and test in collecting the data. The using of observation was to monitor students' activities during teaching and learning process. The using of interview was to know the problems in writing lesson and was to know how far the action improving the students' writing ability. The using of written test was to measure the students' ability in writing recount text after giving the treatment.

After the data were analyzed, it was found that the result of the test after each cycle showed that there was significant improvement in students' writing ability, especially in writing recount text. The mean score of the pre-test was 60.42, it improved into 73.17 from test in cycle I, and it improved into 80.14 from test in cycle II. And the students were more interested in learning writing recount text. Based on the result of this research, it can be concluded that there were the students improvement in writing ability in recount text by using diary writing at the second semester of the eight grade of MTS Istiqlal Kubuhitu Lampung in the academic year of 2019/2020.

Key words: *Diary Writing, Classroom Action Research, Writing Ability*

DECLARATION

I here by state that this thesis entitled: Improving Students' Writing Ability Through Diary Writing at the Eighth Grade of MTS Istiqlal Kubuhitu Lampung at the Second Semester in the Academic Year of 2019/2020 is completely my own work.

I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandarlampung, April 7th 2020

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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا (١٠٩)

“If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would be words of my Lord even if we added another ocean like it for its aid.” ¹(QS. Al-Kahfi: 109)



¹Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text Wuth English Translation*, New Johar Offset Printers, India, 2006, p. 851.

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved father and mother Mr. Drs. Syarif Hidayat and Ms. Dra. Rozanah for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
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5. My lovely brother- in-law, Supriyadi. And my beloved nephew, M. Delfen Ramdani, Ramanda Azzahra Fadil, Zeline Qanaya Zekaisa, Abi Zeroun Alfariezi.
6. My beloved almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

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This thesis entitled “Improving Students’ Writing Ability Through Diary Writing at the Eighth Grade of Mts Istiqlal Kubuhitu Lampung at the Second Semester in the Academic Year of 2019/2020” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Bandarlampung, 2020

The Researcher

Novariana Syarifah

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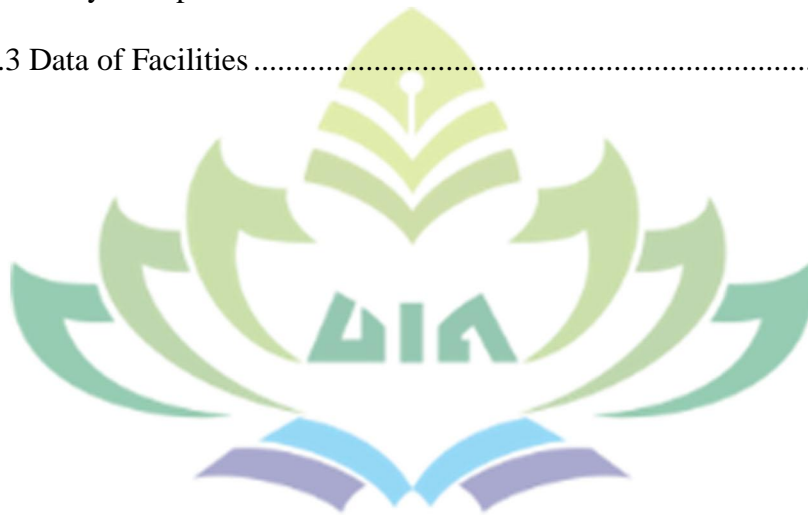
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aims at assisting students in expressing their idea writing. Dietsch asserted that writing can also sharpen our thinking skills. It will affect students' thinking skills such as the abilities to questions, analyze, evaluate, and make decisions.¹ As the other word, writing is crucial for studentss to learn because it will contribute to their academic growth and success in the long term.

Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Brown stated that learning to write well is difficult in any language, even in our own native language.² We use writing to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. Writing also supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills. Furthermore, some people do not know what to write about while ideas are the most important thing in writing as Lush and Freeman stated that writing from an empty head is futile

¹ Betty Mattix Dietsch, *Reasoning and Writing Well*, (New York: McGraw-Hill, 2006), p. 5.

² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 218.

anguish.³ In other words, ideas are the main key that we must before we start writing. We can make a great writing is deeply personal and heartfelt. One of them we can write about topics that are relevant to our lives and to feel that our writing has values.

Harmer stated writing can help the learners to express themselves. If the learners do not involve their skill of writing in the communication, they cut themselves off from a community.⁴ In addition, writing can be a great tool to help them know more about what they think. By writing people are able to express ideas, feelings and opinion and able to communicate with the other people.

In a fact, teaching students to write is not easy things. Based on the preliminary research on August 5th 2019 in MTS Istiqlal Kubuhitu Lampung, the writer found there are some problems faced in learning English especially in writing activities at classroom. It can be identified by several indicators in the class related with their writing ability such as; the problems come because students have a little understanding in components of writing. Students are also confused when they write the recount text. Some students who wrote the recount text in which the contents were not suitable with the topic given.

Then, the students are not interested in English class. Some of them noisy and did another activity, rather than paid attention and explanation to the teacher. Besides, the students are also passively in learning process. The reasons above are also supported by the result of interview. The researcher did the interview with the

³ Lush and Larsen Freeman, *The Use of Journals to Develop Grammatical Accuracy in Writing*, (Manusya: Journal of Humanities Regular, 2009), p. 92.

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Fourth Ed), (London; Longman, 2007), p. 13.

teacher and the students. The interview was conducted to know students' opinion about writing ability. When the researcher asked about writing, most of them answered that writing is difficult. The students are afraid of making mistakes in writing. They were not confident.

The result of the interview from the English teacher, Yuliyanti,S.Pd, the students have difficulties in writing English, it can be see from students' English writing score. It can be describe in the Table 1:

Table 1
Students' Writing Score at the Eighth Grade of MTS Istiqlal
Kubuhitu Lampung in the Academic Year of 2018/2019

No.	Class	Students' score		Number of Students
		<75	>75	
1.	VIII A	24	11	35
2.	VIII B	27	8	35
3.	VIII C	20	12	32
Total		71	31	102
Percentage		69%	31%	100%

Source :English Teacher's Document of MTS Istiqlal Kubuhitu Lampung

Based on Table 1, this condition showed that students writing score is still under the standard. The criteria minimum mastery (KKM) in writing is 75. From the table above, the number of students under criteria are 71 students from 102 students. It means that students who felt difficult to understand in writing are 69% and only 31 students are above the criteria eventually, it can be concluded that the students' writing ability in MTS Istiqlal Kubuhitu Lampung is still low. The cause of student failure in learning writing relate to the level of students' writing ability.

In addition, the factors cause the level of students' writing ability are the strategies that used in the learning process. These problems can be influenced by some factors. The writer assumed these problems appear caused by method or technique in teaching writing, because from the result of interview, the teacher actually used Controlled Writing in which the teacher gave stimulators for writing activity to students. By using this type of writing, students are forced to compose a piece of writing based on the stimulators given by the teacher, so they did not have any other choice to write. Students just wrote what is limited by the control of stimulators given. Consequently, the students ability of writing are still low. It also makes students less comprehended, less interest in writing.

The condition of classroom is not conducive, because the students feel bored in the learning process. And then, the students did not pay attention when the teacher was presenting material in the classroom. It is difficult for students to improve their writing ability. And it can also affect the students' language skills.

Besides, some students are also interviewed to know the necessity and the weakness of the students. Students responded that they found difficulties in writing English. Then, they could not write well.⁵ Some students who wrote the writing in which the contents are not suitable with the topic given. Also, in the case of organization, there are also some who are still not able to arrange words into sentences and develop their sentences in order to be a good paragraph. Moreover vocabulary, not based on the context of the word use and they only had

⁵ The Eight Grade Students of MTS Istiqlal Kubuhitu Lampung , (North Lampung: An Interview, 2018).

some words in their mind, so it is difficult to generate and develop their ideas into writing. However, the teacher let the students consult to dictionary, but some of the students choose inappropriate words to the context. In addition, in the case of language, most students did not think about grammar, which are used as language features of writing such as the use of past tense. Most of them forgot that they had to use past tense in writing. Also, the case of mechanic, the students often ignored the mechanics by using inappropriate punctuation or spelling and omitting some important punctuations. Moreover, some of them wrote sloppy writing, so the teacher is difficult to read their writing.

There is a tendency that students will be easier to study if the teacher uses an appropriate and fun way that is adapted to the students' condition to teach them. Therefore, what teachers need to do is finding as appropriate, fun, and effective tool to teach writing and to motivate students to write, so the objectives of teaching learning will be researched optimally. The teacher must make them enjoy the teaching and learning process. It can be confirmed that one of the problems the teacher in teaching English and how to make the students' write active and focus in writing materials, because English teachers must enjoy their job. It will make the lessons more interesting.⁶

Then, one of alternative tools to teach writing is diary writing. It is supported by Brown who stated that diary writing is in which students write thoughts, feeling, reaction, and response to something happened that is included in self-

⁶Jeremy Harmer, *How to Teach English*, (An introduction to the Practice of English Language Teaching, (New York: Longman, 2001), p. 70.

writing category, or writing with only the self in mind as an audience.⁷ The students will be easier to flow ideas in their mind and put it into written form. Progoff stated diary writing usually involves the unstructured, chronological recording of the events of a person's life as they are perceived. We have to recognize, however, that the mere fact of continuously writing entries, as is done in the keeping of a diary, is not sufficient in itself to bring about deep changes in a person's life.⁸

Diary is usually handwritten, arranged by date for the expression of personal feelings, thoughts and experiences on daily basis and it is not intended for publication.⁹ Diaries help students to become members of the discourse community by giving them opportunities to write within it and to get responses from their teachers. These exchanges give students both a real audience within the community and a developing sense of being a member of the community.¹⁰

Diary also called a journal, is a notebook where people can write anything they want such as their feelings thoughts, ideas, or experiences. Each person may have a different reason for writing a diary. Someone is worried about forgetting most of the things they have done. Someone is afraid to talk to other people. There can be a lot of reasons. For example, some people are ashamed of their secrets or they just do not want to reveal them. All these reasons may lead to diary writing.

⁷ H. Dougla.Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents,1994), p. 344.

⁸ Progoff, I, *At A Journal Workop*, (New York: Dialogue House Library, 1975), p. 87.

⁹ Bailey, K. M, *The Use of Diary Studies in Teacher Education Programs*, (Cambridge: Cambridge University Press), p. 188.

¹⁰ Porter, PA,Goldstein, *An Ongoing Dialogue: Learning Languages for Teacher Preparation*, (SLT), p. 90.

Based on the meaning above, the writer concludes that diary writing is effective to apply in the teaching writing, because it is good technique. It is a learning technique that associates the teacher to encourage students' classroom participation. Certainly it make interest and to make easier the students to learning about the materials.

It is supported by previous research conducted by Nurul Hidayati. She conducted a research in MAN 1 Bandar Lampung which entitled "Improving Students' Recount Writing Ability Through Writing Diary of the Second Year at MAN 1 Bandar Lampung. She basically focused on improving of this method, especially how the students can solve their problems in writing activities by using this method. The result showed that the Diary Writing strategy was effective used in teaching writing and students interested to learning writing through Diary Writing.¹¹

The next previous research conducted by Nofi Yulianti which entitled "Improving Writing Skills Through Diary Writing". She conducted research in SMA N 01 Ngemplak. The result showed that Diary Writing method has more significant effect than teaching writing without Diary Writing method.¹²

Furthermore, previous research conducted by Nur Millah Mutslihah which entitled "The Effectiveness of Diary Writing on Students' Writing of Recount Text at the Eighth Grade of SMPN 166 Jakarta ". She basically focused on improving of this method, especially how the students can solve their problems in

¹¹ Nurul Hidayati, *Improving Students' Recount Writing Through Writing Diary of the Second Year of MAN 1 Bandar Lampung*, (Thesis, English Departement, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute for Islamic Studies of Lampung, 2010), p. 50.

¹² Nofi Yulianti, *Improving the writing Skills Through Diary Writing*, (Thesis at Yogyakarta State University, 2014), p. 41.

writing activities by using this method. The result showed that the Diary Writing strategy was effective used in teaching writing in recount text and students interested to learning writing through Diary Writing.¹³

There are some different findings among those previous research with this research. The previous research implemented the technique for senior high school level, meanwhile this research implemented technique for Eighth grade in junior high school. In addition, the materials of the research are different and the means scores of the improvement are also different.

Based on the explanation above, this research is intended to know the improving students' writing ability through diary writing of the first year of MTS Istiqlal Kubuhitu Lampung. Based on the background above, the writer would like to conduct a research concluded "Improving Students' Writing Ability Through Diary Writing at the Eighth Grade of MTS Istiqlal Kubuhitu Lampung at the Second Semester in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on the background of the study, then the identification of the problems can be written as follows:

- a. The students have a little understanding in components of writing
- b. The students are confused in writing recount text
- c. The students are not interested to learn in English class
- d. The students are afraid and not confident in writing
- e. The students found difficulties in writing English

¹³ Nur Millah Mutslihah, *The Effectiveness of Diary Writing On Students Writing of Recount Text at The Eighth Grade of SMP N 166 Jakarta*, 2015.

C. Limitation of the Problem

In order to focus on the topic, the researcher makes limitations of using diary writing in teaching and learning process in this research. The researcher limits this research because there are many factors that improve students' writing ability. Therefore, the researcher focused on improving students writing ability recount text by using diary writing at the second semester 2019/2020 of the eighth grade of MTS Istiqlal Kubuhitu Lampung.

D. Formulation of the Problem

Based on limitation of problem mentioned above, the problem of the research can be formulated as follows: Is diary writing technique can improve students' writing ability of the eighth grade of MTS Istiqlal Kubuhitu Lampung in the academic year of 2019/2020?

E. Objective of the Research

Based on the formulation of the problem stated above, this research was aimed to know diary writing technique can improve the students' writing ability for the eighth grade students of MTS Istiqlal Kubuhitu Lampung in the academic year of 2019/2020 or not.

F. Use of the Research

The research is intended to give some uses in English teaching field. The uses of the research are :

1. For the Students

The research is regarded as one of the ways for the writer to widen and deepen her knowledge particularly about teaching writing and the implementation of diary writing in the teaching learning process.

2. For the teacher

The research is expected to help English teachers in implementing diary writing in teaching writing, particularly in teaching writing ability. The research can also help students to use diary writing in practicing their writing ability.

3. For the institution

The research, furthermore, may be used as a reference for schools or institutions in dealing with teaching writing process and as a reference in implementing diary writing in class.

4. For the other researcher

The research, finally it may be used as a reference by other researchers in conducting their research related to students' writing ability and the implementation of diary writing in teaching writing ability.

G. Scope of the Research

1. Subject of the research

The subject of the research is the eighth grade students of MTS Istiqlal Kubuhitu Lampung.

2. Object of the research

The objects of the research are the use of diary writing and students' writing ability.

3. Place of the research

The research is conducted in MTS Istiqlal Kubuhitu Lampung.

4. Time of the research

The research is conducted in the second semester in academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

English is international language who spoken all over the world. Many countries use English as a mother language and the second language. English is the first foreign language in Indonesia and it has been taught starting from the elementary school up to university but now English not only for students but also everyone need English to communicate with other people in the world. In global era, English is very important especially for Indonesian to face the globalization era and free trade. By English people can express feeling, thinking, knowledge, and idea to other people who another country.

According Harmer, English as a foreign language is generally taken to apply the students who are studying general English at school and institution in their own country as transitory visitor in a target language country.¹ Consequently, English is not a mother tongue for Indonesia. The students must be feel difficulties to use English because they only learn in the school and can not use in their activity when the communication. They must learn step by step and little by little to use English.

In teaching English as a foreign language, the teacher should know what the technique should use for the student to make English interesting so the

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (London: Pearson Longman, 2007), p. 265.

students easily studying English. According to Brown who stated teaching shows helping someone to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.² It means that the teachers should be able to make the students understand about English. The teacher use a technique to teach based on the learners need so the students have to find the way how to understanding English well. Practice is the best way to learn a language including English, by practicing learn English, the students can understand English easily.

Based on the statements above, the researcher assumed that teaching English as a foreign language is the transferring process from the teacher knowledge to the students in order to make the students understand the English. In teaching English as a foreign language the students should be active to practice English because language should be practicing. The teacher also should be able give a best technique based the students need so the students easy to understand English.

2. Concept of Writing

In the holy Al-Qur'an, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam: 1

ت وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

² H. Douglas Brown, *Teaching Principle of English Language and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p. 7.

“Nun. By the pen and by what they (the angles) write (in the Records of
nen). (Al- Qalam:1)³

The pen is the symbol of the permanent record, the written Decree and perfect Order in goverment of the world. And by that token, the man of God comes with a plan and guidance that must win against all destruction.

Allah said that writing is one of ways to get knowledge to development his knowledge and status in society. Therefore, by writing, human got knowledges. The verses are Al-Alaq :4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“who taught (man) by the pen ? He taught man, what he knew not” .

This surah began with the first message from Allah SWT. He did not directly teach the human, but they are taught by another human in which their ability to teach comes from Allah. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin. His development, progress and status mainly depend on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking.

Based on those verse, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By

³ Departemen Agama RI Al-Qur'an dan terjemahan, (PT. SYGMA EXAMEDIA ARKANLEEMA), p. 564.

writing, one generation can transfer their knowledge to the next generations. It shows the tool of writing and writing itself have important roles.

a. Definition of Writing

Writing is one the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or at distant time. Writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.⁴ Writing is a kind of skill that needs more practice and practice. Furthermore, according to Oshima and Houge writing is not easy. It takes study and practice to develop this skill.⁵ In means that writing is not spontaneous activity, where the written language has more practice. Someone who never practice writing a lot will feel difficult to master writing because writing is not natural process, it needs process to be mastered.

There are a lot of definitions stated by experts; Raymond stated one of them, he defined that writing is more than a medium of communication.⁶ It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and this expands

⁴ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

⁵ Alice Oshima and Ann Haouge, *Writing Academic English* (3th ed), (New York: Addison W Longman, 1980), p. 3.

⁶ James C Raymond, *Writing is Unnatural Act*, (New York: The Murray Printing Company, 1980), p. 2.

the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Writing is also a way of finding out what people know and what people need to learn.⁷ Spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she want to be communicated by writing it. That is a way of keeping themselves honest because writing is a way of arguing with them.

Writing is a process of discovering and shaping meaning.⁸ Experienced writers rarely gather and understand immediately all the information they need. From the definitions above, writing needs a process which must be surpassed by the writer. And writing is tools of human beings to share information or stories to others because someone can read it by several times. Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising.⁹ This process can be done by anyone, especially students. The stages of writing process is to help students in learning writing, so if they have already followed the writing process they will be able to acquire this skill easily and be able to make a good writing.

⁷ James C Raymond, *Loc. Cit.*,

⁸ Rise Axelrod, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, Inc, 1983), p. 4.

⁹ John Langan, *English Skill: Eight Edition*, (New York: McGraww Hill Higher Education, 2006), p. 20.

Based on those explanations, it can be concluded that writing is a complex activity of converting oral to written language according to grammatically correctness to convey the message or the writers' mean and it cannot be separated from its principal purposes for conveying or exploring the ideas, thoughts and feeling.

b. Definition of Writing Ability

Writing is the skill of a writer to communicate information to a reader or group of readers.¹⁰ It means that the writer must have ability to express the ideas and thought in writing clearly. Writing is one of the four skills beside listening, speaking, and reading which is very important to be mastered by the learners. Writing is final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are no taking, identifying a central idea, outlining, drafting and editing.

There are two term definition of ability in this research which related to the context. John. M. Echols and Hasan Shadily in an English Indonesia Dictionary, ability is *kecakapan, bakat dan kemampuan*.¹¹ It's mean that ability is talent, skill, power, interest, to do something. General ability can be defined as potential of power to do something.

From the explanation above, we can conclude that writing ability can be defined as an ability to communicate all the ideas or imagination into the form of structured pattern so that the readers may understand what the writers mean in their writing.

¹⁰ Ibid., p. 4-5.

¹¹ John. M. Echols and Hasan Shadily, *Kamus Inggris Indonesia*, (Jakarta: PT Gramedia), p. 2.

3. Concept of Writing Aspect

In order to write well, there are several aspects which should be considered by students. Jacob et al proposes five aspects of writing. The following aspects can be explained as follows:

1. Content

Content refers to substance of writing, the experience of the main idea (unity), groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subjects in line with what is still only a half-formed notion of purpose.

3. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrase, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

It refers to the use graphic conventional of the language, the step arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.¹²

By seeing the statements above, it can be said that writing is varied and there are several aspests in writing that have to be paid attention in writing. I prefer to Jacob et al's opinion that aspect of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

4. Process of Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.¹³ Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing:

¹² Jacobs., Holly. L., Stephen, A., Zingkggraf., Deanne. R., Wormuth, V., Faye, H., Jane, B., Hughey, *Testing ESL Composition: A Practical Approach*, (Rowley: Newbury Jouse Publishers, 1981), p. 90.

¹³ Alice Oshima and Ann Houge, *Introducing to Academic Writing*, (USA: Person Education Inc, 2007), p. 15.

1) Planning

Experienced writers plan what they are going to write. Before starting to write of type, they are decide what it is they are going to say. For some writers this may involve making detail notes.

2) Drafting

The first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produce on the way the final version.

3) Editing (reflecting and revising)

Once writer have produced a draft, usually they read the text to know wheter there is something that must be added and removed or not. After that, editing is essential part of preparing a piece of writing for public reading or publication.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The writer is now ready to send the written text to its intended audience.¹⁴

Based on the theory above, it can be concluded that writing process is an activity where it need to process of thinking is not instantly produced to pour what the thinking through written form. Writing is a productive skill demanding someone to be able to express his or her ideas, thoughts or feelings in written form

¹⁴ Jeremy Harmer, *How To Teach Writing*, (England Person Education Limited, 2007), p. 7.

by regarding its process and elements which will be assessed to produce good writing product, which will last for long time and be read by the readers.

5. Concept of Teaching Writing

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Brown stated that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.¹⁵ According that statement, to make someone know, understand, and can do something well, professional teacher is needed. Those cannot reach maximal if the teacher is not professional. Professional means that they generally can make a hard material in teaching, teacher must help students, guide them successfully in learning the materials in order to make them understand and can do something well.

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1987). P. 7.

In process of teaching learning writing, the students might have enough time to express their idea, thoughts or feelings in written form. But, there are some elements of writing ability that should be considered in teaching learning writing, namely form organization, vocabulary, content, language use, and mechanic. Those elements cannot be separated each other. So, to make the students to be able to write well, it is teacher's duty. Teacher must teach all those five elements. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas, thoughts or feelings in written form.

From the statement above, there are three steps of writing that stated by Edelstein and Pival:

1. Pre-writing

In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

2. Writing

In this step, the writer sets the idea in his minds into words, sentences, paragraph, on the paper.

3. Re-writing

The writer evaluates their writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.¹⁶

¹⁶ M. Edelstein and Pival, *The Writing Commitment*, (New York: Harcourt Broce Jovanovich Publisher, 1998), p. 11.

In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing. Not only that, but also teachers must be ready to provide the materials which are relevant to the students' interest, needs, and appropriate to the situation and condition. As we know that interesting activities can motivate students and make them enjoy in teaching learning process, in this case by using diary writing.

6. Concept of Recount Text

a. Definition of Recount Text

Recount text is one of the texts that the eighth grade students learn at school. Recounting itself is an activity where we are telling people about something that has happened in our lives. It might be about what we did at the weekend or about exciting things that happened on our holiday last year.

Anderson defined a recount text as a piece of text that retells past events, usually in the order in which they happened.¹⁷ From this definition, it can be seen that a recount text consists of past events that are ordered chronologically. It further means that we cannot write the events randomly as there are orders to follow that will make the text understandable.

Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience of a series of related event.¹⁸ These events are then be sequenced completed with characters in a particular set of time

¹⁷ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: Macmillan Education Australia PTY LTD, 1997), p. 48.

¹⁸ Peter Knapp and Megan Watskin, *Genre, TEXT, Grammar (Technologies for Teaching and Assessing Writing)*, (Australia: University of New South Wales Press, 2005), p. 220—224.

and place. This shows that the information about characters, time, and place, are crucial in writing a good recount text.

Another definition, moreover, comes from Hyland defined a recount text as a kind of genre that has social function to retell event for the purpose of informing or entertaining.¹⁹ This definition supports other definitions that have been mentioned above showing that the recount text deals with events in the past to be retold.

Moreover, a recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way. It is, therefore, important to give audience a description of what happened and when it happened. The stories in recount, as a result, have expressions of attitude and feeling that are usually made by the writer about the events.²⁰

In relation to the definitions, a recount text is written to serve some purposes. Anderson mention the purpose as to give a description of what occurred and when it occurred to the audience.²¹ Another purpose is to tell the readers what happened in the past through a sequence of events.²² It is also done, furthermore, to reconstruct past experiences by retelling events in original sequence.²³

The text, in addition, is also written to retell an event as well as to further

¹⁹ Ken Hyland, *Genre and Second Language Writing*, (US: University of Michigan Press, 2004), p. 29.

²⁰ Natanel Saragih, Roswita Silalahi, and Hilman Pardede, The Effectiveness of Using Recoun Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Permatangsiantar, *IQSR Journal and Social Science*, Vol. 19, 2014, p. 57.

²¹ Anderson and Anderson First Edition, *loc. cit.*

²² Th. M. Sudarwati and Eudia Grace, *Look Ahead an English Course 1*, (Jakarta: Erlangga, 2007), pp. 30.

²³ Hyland, *loc. cit.*

inform or entertain the readers. The readers, for instance, can be both informed about the characters, events, and places and also be entertained by the overall story. The readers then can enjoy the stories that are often the personal stories of the writer.

From the definitions and purposes stated above, it can be concluded that a recount text is a text that retells and describe past events in a sequenced order so the audience can know about the past events chronologically. In learning and understanding the recount text, there are three key points to remember – retelling stories, past events, and chronological order of past events.

Furthermore, the examples of recount text can be varied from newspaper reports, television interviews, speeches, letters, and diaries. If newspaper reports, for instance, are categorized into the factual recount then letters and diaries can be categorized into the personal recount. The paper, however, will be focused on one of the examples, diaries.

b. Social Function of Recount Text

Recount text describe the experience which has been passed by way of telling the events of what heppened based on time sequence of occurence. Recount text has the social function to retell event for the purpose of informing or entertaining to reader.²⁴

²⁴ Rudi Hartono, *Genres of Text* (Semarang: UNNES, 2005), p. 4.

c. Generic Structure of Recount Text

Just like any other texts, recount text also has its own generic structure that differentiates it from other texts. In most literatures, the generic structure or the organization of recount text is consisted of three parts namely orientation, events, and conclusion. The following information is the generic structure of the text in details:

1. Orientation

The first part of recount text is known as orientation. It provides the background information of a story about who, what, where, when, why, and how. This first paragraph is like an introduction that introduces the story to readers. This also gives the readers a glimpse of what the story will be about. Furthermore, as Barwick states in his book saying that mentioning the when, who, what and where, and sometimes why, is crucial to help the audience know what we want to retell.²⁵

He further explains that the audience needs to know *when* the events occurred (time), *who* was involved (characters), *what* happened, *where* the activity or event took place (setting) and sometimes what the reason was for the event.²⁶

In addition, the orientation part is also like an opening to the overall story. It sets the scene and supplies the necessary information in the story that is needed to fully understand the retelling. The orientation paragraph, finally, can consist of one sentence but will often consist of at least two to three sentences.

²⁵ John Barwick, *Targeting Text*, (US: Blake Education, 1998), p. 4-5.

²⁶ *bid.*, p 5.

2. Events

After giving the readers the background information of the story, the text is then continued with a series of events in the second paragraph. As mentioned earlier, recounting is done when we want to retell our past events, activities, experiences, or stories and order them chronologically. So, a series of events is important to give the readers the details of our story so they get a clear picture and description of what happened. Writing a series of events, however, is not easy as it is the complex part of the recount text.

In this part, furthermore, the writer needs to focus on supplying details about the *who*, *what*, *where*, and *when* that make the events, characters, and settings in the story rich and complete. The events here should be sequenced in time order so the writer should not start off explaining what happened at the beginning of the day, then skip to the evening and back to the morning again.²⁷

In this part, also, the writer sometimes can add personal comments or evaluative remarks about the events such as, *'we were terrified'* or *'I was delighted'*. The events, finally, can be many and can be written in more than one paragraph. The common and simple recount text, however, usually has only one paragraph of the events.

3. Conclusion or re-orientation

The last section of the text is known as conclusion or re-orientation where writers conclude the overall text. Some recount texts might have a concluding paragraph while some other might not as it is not always necessary. The section,

²⁷ *Ibid.*

moreover, is an optional stage and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph which is why this section is called as reorientation.²⁸ However, for writers who make it, they often write about their feelings or impressions of the experience as the conclusion.²⁹

d. Language Features of Recount Text

In this context, language features means the features of the language often used in a certain kind of text. Sudarwati and Grace mentioned the language features commonly used in recount text are:

- 1) The use of nouns and pronouns to identify people, animals, things involved
(e.g.: *David, we, his*)
- 2) The use of action verbs to refer to events (e.g.: *went, spent, played*)
- 3) The use of past tense to locate events in relation to speaker's or writer's time
(e.g.: *We went for a trip to the zoo*)
- 4) The use of time and conjunction connectives to sequence of events
(e.g.: *and, but, after, finally*)
- 5) The use of adverbs and adverbial of phrases to indicate place and time
(e.g.: *in my house, two days ago, slowly, cheerfully*)
- 6) The use of adjectives to describe nouns (e.g.: *beautiful, sunny*)³⁰

From the Sudarwati and Grace's explanation above, we may differ and identify whether the text is recount text or no by looking at the generic structure

²⁸ John Barwick, *Targeting Text Upper Level Edition*, (US: Blake Education, 1999), p. 6.

²⁹ Anderson and Anderson Third Edition, *op. cit.*, p. 24.

³⁰ M. Sudarwati dan Eudia Grace, *Look Ahead: An English Course for Senior High School Students Class X* (Jakarta: Erlangga, 2006), p.30.

and language features even though actually there are some kinds of recount itself. Recount tells the reader what happened and this may involve the author's personal interpretation of events. It is generally based on personal experiences but may also be imaginative or outside the author's personal experience. The purpose of the retelling can either to inform or to entertain, or both.³¹

e. The Example of Recount Text

As mentioned earlier, recount text can have several examples with different formats such as newspaper reports, television interviews, letters, diaries, and so on. The following example of recount text is taken from Anderson in a form of a postcard.³²



³¹ *English K-6 Modules* (Sydney: Board of Studies NSW, 1998), p. 29.

³² Anderson and Anderson Third Edition, *op. cit.*, p. 25.

Table 2.1
The Example of Recount

A postcard	
<p>1st paragraph, the orientation Dear Nan, We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.</p> <p>2nd – 4th paragraphs, the events When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie world. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.</p> <p>5th paragraph, the conclusion It was a top day. See you when we get back.</p>	<p>Love, Sam</p>

7. Concept of Diary Writing Technique

a. Definition of Diary Writing

The diary is one form of personal writing. Personal writing is a statement of ideas and our feelings about our own experience. Diary is a record of what we do today and past, is also an important source of information about events, what, when, who, how, why, and where, which relate to ourselves, to express everything that is not possible to disclose to other.³³ Notebooks, moreover, allow writers to record information for future use and to explore personal feelings and conflicts.

³³ Nurhadi, *Bahasa Indonesia untuk SMP Kelas VIII*, (Malang: Erlangga, 2007), p. 9.

They also enable writers to practice the craft of writing. The writers, then will be the audience of the writing both at the moment and at some time in the future. Diary can also be defined as a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one.³⁴ A diary is usually handwritten that is used to express personal feelings, thoughts, and experiences on daily basis, arranged by date and it is not for publication. From the definitions, we can say that diary is like a book that we write with our hands (handwritten) where we share our feelings, thoughts, and experiences, on daily basis. It is, moreover, private and personal, that not many people can read it but the author.

Write a diary is very good because in a diary we would be able to recognize who we are. Although it is private, diaries have meaning either expressed or implied. The statement above means that diary generally is the record of people's experience that happened periodically. Diary will be means to communicate people's thoughts, ideas, feelings, and emotions. They need affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

Based on the explanation above, the writer concluded that diary writing is write a permanent personal record where people write thoughts, feelings, reactions, and response to something happened, which takes conscious attention

³⁴ Taqi et al, *The Effect of Diary Wwriting on EFL Students' Writing and Language Abilities*, (British Jornal Education, Volume 2, 2015), p. 76.

and is included in self-writing category. Though write a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. By making the act of write something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

b. Structure of Diary Writing

A diary is usually written in a book with each page called as an entry. A diary entry, furthermore, typically has a structure like the following:

1. Date

As mentioned earlier, a diary is written on daily basis and arranged by date. A diarist – someone who writes a diary, usually begins an entry by writing the date such as Friday, 11th of November.

2. Orientation

After write the date, then continue with the orientation or introduction. Here, they will use a greeting like —Dear Diary and followed by the first few sentences telling what the entry will be about.

3. Paragraphs

Next, the sequence of events will be presented along with the details and the writers' feelings and reactions about them. In this part, moreover, the writers not only can write about the events or activities that happened in the day, but they can also write about their feelings, thoughts, and emotions, throughout the day.

4. Personal reflection

In this part, the writers will reflect upon their experiences or events that they had that day. It is also like a conclusion of what they think and feel about the day.

5. A sign-off

Lastly, some writers end their diary entry by giving their signature. This is optional, however, as some others might not include their signature in their entry.³⁵

c. Language Features of Diary Writing

Moreover, a diary entry also has its specific language features. They are:

1. The use of proper noun

Proper nouns are used to describe the specific people, places, times, and events.

2. The use of action verbs

The action verbs are used to describe the activities or experiences that the writers did that day.

3. The use of simple past tense

Since a diary entry is mostly about past events, therefore the tense used is simple past tense.

4. The use of adjectives

Adjectives are used to describe the events and the feelings more vividly.

³⁵ James Hoffman, *Diary Entry Text Structure and Language Features*, Retrieved on August 11th 2016 at 5 p.m.

5. The use of time connectives

Time connectives such as *first, before, finally*, are used to indicate the order of the events.

6. The use of adverbial phrases

The adverbial phrases are used to show more details about the events and experiences.

The following is an example of diary writing

Friday, November 01st 2018

Dear Diary

Today I feel very happy. I think today is the best day in this moment, everything is very amazing today.

Starting with my grades in English. I never imagine I can get such a good grades in my English. I become the best student in the class. I get 95, wow this is amazing everyone in my class congratulated me, even my teacher, Raya Fitria, who teaches me English, conratulated my achievement.

Then the best day about today is no ended with my score in English, while going home with my friend, Safinah, the beautiful students in my school congratulate me about my score, she want to learn English with me, but I know what I can do with her, she is also a very smart students, she is very smart in English. But I have a passion with her. I know that with study with her will make my English getting better.

Finally, she also invites me to have a dinner. She asked me to stay in her home tonight. Haha I know it will be a good night for us. I feel very happy. Thanks God for everything happened with me today.

Bye bye diary, see you tomorrow!

Based on the explanation above, the researcher can be concluded that diary writing is joyful activity so the students hopefully can be freely writing their idea and digging their idea. In diary writing, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life.

8. Procedure of Teaching Writing Using Diary Writing Technique

There are some steps to do writing diary activities, such as:

- a. The teacher explains to the students about what writing diary is.
- b. Then, the teacher explains to the students how they are going to use their diary.
- c. The students write diary entries, after which the teacher collected the diaries.
- d. The teacher then read each diary and at the end of each entry wrote a comment.

The comment encourages self expression and more writing. Some comments are about interesting topic, and the topics that the teacher would have liked to hear more about. However the teacher does not comment on the vocabulary employed or grammatical mistakes (as the main goal is continuously writing)

- e. The diaries are returned to the students in the next day and the students requested to continue writing.

- f. In the class the teacher pinpoints main features in diary writing. The students discuss the difficulties they faced, and the things they might change starting the next entry.
- g. The teacher sets a time limit for diary writing (15-20 minutes) and use a timer, so students know when they should be finished.
- h. In the next, the diaries are collected to view the amount of writing, and connect.
- i. The comments with the change in writing styles and quantity.³⁶

9. Advantages and Disadvantages of Diary Writing Technique

Because writing is skill, it makes that more you practice writing, the better you will write. One excellent way to get practice in writing, even before you begin composing essays, is to keep a daily or almost daily journal. Writing a journal will help you develop the habit of thinking on paper and will show you how ideas can be discovered is the process of writing. A journal can make writing a familiar part of you life and can serve as a continuing source of ideas for paper. At some point during the say perhaps during a study period after your last class of the day, or right before dinner, or right before going to bed – spend fifteen minutes or so writing in your journal.

1). Advantages of Diary Writing Technique

The students especially young learners will enjoy the school activities when the teacher using some medias in their activity, such as using writing diary in the writing subject. Brown mentions that diary or journal writing where students write

³⁶ Hanan A. Taqil et al, *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, *British Journal of Education*, Vol. 3 No. 2, 2015, p. 76-77.

thoughts, feelings, reactions, and response to something happened is included in self-writing category, or writing with only the self in mind as an audience.³⁷

In addition, according to John, there are two advantages of using diary as follows:

a. Student Motivation Increased After Midterms

Students may have lowered their affective filters after this exam. I noted that student motivational strategies aided the overall energy and became useful in maintaining strong involvement

b. Mood and Humor in the Classroom

Humor helps decrease anxieties and contributed to class learning. The smiles and jovial 13 exchanges were contagious within the learning environment. Simple occurrences of humor were understood by most students and kept them engaged. This increased the class energy and helped me recognize the benefits of humor.³⁸

2) . Disadvantages of Diary Writing Technique

Besides the advantages, the using writing diary also has the disadvantages as follows:

a. Authenticity and Validity Dilemma

Being both the writer and the subject of the writing inherently made the experience subjective, creating a validity issue relative to diary-writing as a research tool.

³⁷ H. Douglas Brown, *Op. Cit.*, p. 344.

³⁸ Sarah Jones. *Professional Development Through Individual Diary Writing*. MA TESOL / TEFL Module 1. 2008 p.12.

b. Self-Observation Limitation

There are “difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change.” The diary insight felt limited by students mental capabilities.

c. Diary Time Commitment

Diary keeping takes self-discipline and commitment. Work priorities, professional responsibilities, and unavoidable incidents habitually interfered with diary writing after class. Thus, late diary entries were often less accurate than ones done at my set.³⁹

From both explanations above, it can be taken a note that writing diary do not always have the advantages to design in the writing classroom activity, but also have the disadvantages.

B. Frame of Thinking

Based on the frame of theory above, the writer came to frame of thinking. The writer thought that writing is a productive skill demanding someone to be able to express the students' ideas., thoughts or feelings in written form by regarding its process and elements, which will be assessed to produce good writing product, which will last for long time and be read by the readers.

On the case of writing, diary writing is one way to help them to be easy in write something. Someone can tell what their feel in the past. In addition, the researcher employed diary writing as a medium to give them more writing practices outside the classroom. The use of diary writing as the instructional

³⁹ *Ibid*, p. 13.

media brought some influences in the teaching and learning process. The students became more enthusiastic and willing to do the tasks. In addition, their ability in writing also increased. In teaching diary writing, the teacher should give the real model, in this case the real story of the students. Hence, by using diary writing which has contents about their experiences, the writer assumes that it can be used to grow and exercise students' writing ability. On the other hand, teaching writing ability from the diary writing will help the students to produce good writing in English. Therefore, it is clear that diary writing can be used in teaching and learning writing in English subject especially.

C. Assumption and Hypothesis

1. The Assumption

In this research the researcher would like to present assumption as follow:

- a. By having appropriate technique, teaching writing ability is more efficient and effective in the classroom and can make students be better about recount text.
- b. Teaching technique can improve ability in understanding recount text.

2. Hypothesis

H_0 There is no significant different between students' writing ability who are taught by using Diary Writing technique and those who are taught by using conventional technique in the academic year of 2019/2020.

H_a There is a significant different between students' writing ability who are taught by Diary Writing technique and those who are taught by using conventional technique in the academic year of 2019/2020.

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